Summative Turnaround Principle Rubric

Turnaround Principle #3- Effective Instruction

EFFECTIVE INSTRUCTION					
TURNAROUND PRINCIPLE 3	Ensure that teachers utilize research-based, rigorous and effective instruction to meet the needs of all students and aligned with State Standards.				
INDICATORS	**Sources of Evidence**	**1** **Ineffective**	**2** **Improvement Necessary**	**3** **Effective/Implemented with Fidelity**	**4** **Highly Effective**
3.1 Teachers ensure that student-learning objectives are specific, measurable, attainable, realistic and timely, and are aligned to the standards-based curriculum.	• Administrative walkthrough data • Informal and formal teacher observations • Lesson plans • Posted lesson objectives	Teachers may post learning objectives, but they lack clarity and are not measurable.	Teachers pose and explain student learning objectives, though they are not always clear and measurable.	Student learning objectives are posted and explained to students, they are consistently clear and measurable.	Student learning objectives are high, clear, and measurable that students master after good first instruction.
		Students are unable to articulate the learning objectives.	Students can articulate what the learning objective is, but not always why it matters to their learning and growth.	Students can articulate what the learning objectives are and why it matters to their learning and growth.	Students can clearly articulate the learning objective and its application to larger concepts.
		The "taught" curriculum does not match the standards.	Lesson objectives are not consistently aligned to the standards-based curriculum.	Lesson objectives are aligned to the district/state curriculum, Standards, and assessments.	Lesson objectives are vertically and horizontally aligned to the district/state curriculum, Standards, and assessments.
3.2 Teachers use multiple instructional strategies and multiple response strategies that actively engage and meet student learning needs.	• Administrative walkthrough data • Informal and formal teacher observations • Lesson plans • Examples of student work • Student surveys and interviews	Teachers demonstrate little variation in their instructional and response strategies and little student engagement is present.	Teachers use a few instructional and response strategies and students are moderately engaged.	Teachers use a variety of instructional and response strategies and students are actively engaged in their learning.	An instructional framework is infused into every lesson and staff display mastery of instructional and response strategies.
		There is little evidence that the employed instructional strategy or strategies are intentionally chosen to meet student learning needs.	The teacher can articulate a rationale for selecting specific instructional strategies that tie to addressing student learning needs.	Teachers use student learning data to inform their selection of instructional and response strategies.	Students are actively engaged in their own learning and consider the teacher as a critical guide in their learning endeavors.
3.3 Teachers use frequent checks for understanding throughout each lesson to gauge student learning, and to inform, monitor and adjust instruction.	• Walkthrough observations • Lesson plans • Student grouping plan	Teachers teach the lesson without monitoring whether or not all students are mastering the lesson objective.	Teachers occasionally use Checks for Understanding (CFU), but do not always know where students are in terms of mastering the learning objectives.	Throughout the lesson, teachers are clear about where students are in terms of mastering the learning objective.	Throughout the lesson, teachers are clear about where every student is in terms of mastering the lesson objective, particularly those who have demonstrated past challenges mastering the learning objectives.
		Once the lesson is complete, teachers move on to the next lesson without regard to	Instructional strategies and groupings remain largely fixed even while the teacher seeks to	Instructional strategies and groupings are adapted based on teachers' CFUs as well as other	The teacher plans instructional strategies and groupings based on student learning needs and

			whether or not all students mastered the prior learning objective.	address gaps in student understanding.	forms of data.	makes adjustments based on CFUs.
			There are inadequate interventions in place for students who do not master the learning objectives on first instruction.	Interventions for students who do not master student learning objectives are sporadic and not embedded into instructional practice.	Most students master lesson objectives on first instruction; alternative strategies are in place for students who do not.	All students master lesson objective on first instruction.
			Administrators monitor instruction infrequently and are not focused on having teachers ensure that all student master the learning objectives.	Administrators occasionally monitor the use of CFUs as an instructional strategy, and occasionally provide input to foster teacher's effective use.	Administrators monitor the use of CFUs as an instructional strategy and provide feedback to teachers individually, but may not provide additional supports.	Administrators allocate and adapt instructional supports based on data from their administrative walk-throughs.
3.4	Teachers demonstrate necessary content knowledge	• Walkthrough observations • Teacher certifications • School climate surveys • School focus groups • Lesson plans	Teachers make factual error delivering content and do not explain content clearly.	Teachers rely heavily on text to deliver lessons that are factually accurate, though not always made relevant for students.	Teachers are highly qualified in the content taught. Lessons are rich with relevant content connected to Standards.	Principal verifies content knowledge through informal and formal observations supplemented with observations by the administrative team and central office and/or state content experts so that all staff is rated proficient.
			Content is delivered with little rigor or relevance for the students.	There is little evidence that teachers plan and use strategies that engage various learning styles in the instructional delivery.	Teachers approach content from many angles to support all learning styles.	Teachers present material in multiple ways as well as assess student learning in various ways to reach all learning styles.
			Most of the students are not engaged or on task.	Some students are engaged and on task, others are passive or confused.	Students are engaged and asking relevant questions that are clearly addressed, either by the teacher or other students.	Teachers intentionally plan for engagement strategies. They quickly recognize students that are not engaged and respond immediately.
3.5	Teachers demonstrate the necessary skills to use multiple measures of data, including the use of diagnostic, formative, and summative data to differentiate instruction to improve student achievement.	• Data protocols • Content/grade level meeting agendas and minutes • Common assessments and rubrics •	Data are not used in instructional planning.	Teachers based instructional decisions on few sources of evidence, though the changes to instruction do not always adequately address student-learning needs.	Teachers base instructional decisions on multiple sources of data on a weekly or end-of-unit basis.	Instructional decisions, including student grouping, differentiation, and targeting for interventions are based on multiple forms of data, including observations, CFUs, interim and formative assessments (daily, weekly, end-of-unit)
			Data are not used in teacher meetings; interim or formative assessments are not analyzed.	Data are used in some teacher team meetings, but is not a standard part of every meeting.	Multiple measures of data are present and reviewed in every teacher meeting.	Teachers use an established protocol to review multiple measures of data in every teacher meeting.
			There is little or no evidence of readiness for learning through pre-teaching or re-teaching.	Lessons rarely include pre-teach, re-teach, or spiraling based on evidence of student learning.	Lessons include re-teaching and spiraling based on CFUs and evidence of student learning.	Students who are not mastering lesson objectives are quickly identified and provided additional instructional supports until they achieve mastery.

			The principal may share data with staff once or twice a year, but there is not a data review process in place.	A data review process takes place several times a year or at special data "events" or faculty meetings.	Data is reviewed regularly with staff to identify students who are not mastering basic skills and are provided with appropriate diagnostic assessments to target learning needs.	Through consistent data review systems, diagnostic and language proficiency assessments are systematically implemented to target early interventions for all students.
3.6	Teachers hold high expectations for all students academically and behaviorally as evidenced in their practice.	• Administrative walkthrough data • Formative and summative assessment data • School process data • Discipline reports • Student/parent handbook • School climate surveys • School focus groups	Teachers' actions, such as showing the inability to define effective classroom practice, being unable to articulate strategies for improving instruction, and a lack of mastery of objectives, demonstrate low expectations.	High quality work and meaningful feedback is not evident.	Academic progress is monitored through discussions of student data with the leadership team.	Academic progress is monitored weekly by the leadership in instructional team meetings and shared with staff on a regular basis.
			Behavior expectations are not clearly communicated or consistently reinforced.	School rules and routines are enforced with consistent responses to and consequences for misbehavior.	Classroom behavior is consistent and student exhibit habits of self-discipline and self-management.	Students demonstrate traits of self-regulated learners. They contribute to school and/or classroom rules and hold one another accountable for adhering to expectations; students have been taught habits of self-discipline and self-management.